

2005 PAAP ELA Entry Slip for Content Standard

A

Student Name: _____

Grade: _____

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard. See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

• Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

ENGLISH LANGUAGE ARTS

READING

(A) Process of Reading 1 2 3 (4) 5 6 7 8 9 10 11

B. Literature and Culture 1 2 3 4 5 6 7 8 9 10 11 12 13

D. Informational Texts 1 2 3 4 5 6 7 8

WRITING

F. Standard English Conventions 1 2 3

G. Stylistic-Rhetorical Aspects 1 2 3 4 5 6 7 8 9 10 11

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Four Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Four pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 24 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology
Content Standard: A Performance Indicator: 4 Rubric Level: 2 Rubric Page# ELA 2
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☒ Constructed Response ☐ Performance Based ☐
Source of Task: PAAP Task Bank Points for Task: 6
Task Title: Reading Can Be Fun

Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** in this Entry required the student to choose a leisure time activity, from among three to five options, on each of six days when leisure time was available. One of the activities was the reading of books, magazines, or newspapers. Options other than reading were:

- 1) _____ 2) _____
3) _____ 4) _____

The student was instructed to record his/her choice each day on a template that was provided. All reading materials were written at the Format Level 2 or above (see "Developmental Characteristics of Reading" in the PAAP ELA Rubrics).

Prior Knowledge and Skills Required:

The student needed to know how to record data on the template, what leisure time choices were available, and which written materials were appropriate for his/her use.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided the template for recording of data, instruction on how to use it, information on options available, information on the appropriate reading materials for use when reading was the student's choice, monitored to make sure choices were accurately recorded, and recorded the Format Level related to materials read.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

Other Information: (ex., Clarify how the point value of the task was determined.)

Reading Can Be Fun

Number of choices provided for leisure time activity: _____

Non-Book Options:

1) _____ 2) _____

3) _____ 4) _____

Independent Leisure Time Form

Date	Activity Selected (Circle one)	If "Other" circled, list activity	If "Reading" circled, list Title and circle Format Level
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4

Reading was chosen as a leisure time activity _____%* of the time.

*This percentage will be used to determine "Level of Accuracy" at the Content Standard Level. Unlike other Indicators, A1 measures the % of choices among the number of opportunities for choice, rather than the number of specific answers that are correct. In the context of this Indicator, the choice to read or look at books can be translated as the "correct answer" for Performance Levels 3 and 4.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	<u>ELA</u>	Mathematics	Science & Technology
Content Standard:	<u>A</u>	Performance Indicator: <u>4</u>	Rubric Level: <u>2</u> Rubric Page# <u>ELA 2</u>
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:			
Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Performance Based <input type="checkbox"/>			
Source of Task: <u>PAAP Task Bank</u>		Points for Task: <u>6</u>	<div>Media</div>
Task Title: <u>Reading Can Be Fun</u>			

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** in this Entry required the student to choose a leisure time activity, from among three to five options, on each of six additional days when leisure time was available. Except for reading, the options differed from those offered in the first task. Options other than reading were:

- 1) _____ 2) _____
3) _____ 4) _____

The student was instructed to record his/her choice each day on a template that was provided. All reading materials were written at the Format Level 2 or above (see "Developmental Characteristics of Reading" in the PAAP ELA Rubrics).

Prior Knowledge and Skills Required:

The student needed to know how to record data on the template, what leisure time choices were available, and which written materials were appropriate for his/her use.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided the template for recording of data, instruction on how to use it, information on options available, information on the appropriate reading materials for use when reading was the student's choice, monitored to make sure choices were accurately recorded, and recorded the Format Level related to materials read.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key:

 (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

Other Information: (ex., Clarify how the point value of the task was determined.)

Reading Can Be Fun

Number of choices provided for leisure time activity: _____

Non-Book Options:

1) _____ 2) _____

3) _____ 4) _____

Independent Leisure Time Form

Date	Activity Selected (Circle one)	If "Other" circled, list activity	If "Reading" circled, list Title and circle Format Level
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4

Reading was chosen as a leisure time activity _____%* of the time.

*This percentage will be used to determine "Level of Accuracy" at the Content Standard Level. Unlike other Indicators, A1 measures the % of choices among the number of opportunities for choice, rather than the number of specific answers that are correct. In the context of this Indicator, the choice to read or look at books can be translated as the "correct answer" for Performance Levels 3 and 4.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	<u>ELA</u>	Mathematics	Science & Technology
Content Standard:	<u>A</u>	Performance Indicator: <u>4</u>	Rubric Level: <u>2</u> Rubric Page# <u>ELA 2</u>
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:			
Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Performance Based <input type="checkbox"/>			
Source of Task: <u>PAAP Task Bank</u>		Points for Task: <u>6</u>	
Task Title: <u>Reading Can Be Fun</u>		<div>Media</div>	

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **third task** in this Entry required the student to choose a leisure time activity, from among three to five options, on each of six additional days when leisure time was available. Except for reading, the options differed from those offered in the first task. Options other than reading were:

- 1) _____ 2) _____
3) _____ 4) _____

The student was instructed to record his/her choice each day on a template that was provided. All reading materials were written at the Format Level 2 or above (see "Developmental Characteristics of Reading" in the PAAP ELA Rubrics).

Prior Knowledge and Skills Required:

The student needed to know how to record data on the template, what leisure time choices were available, and which written materials were appropriate for his/her use.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided the template for recording of data, instruction on how to use it, information on options available, information on the appropriate reading materials for use when reading was the student's choice, monitored to make sure choices were accurately recorded, and recorded the Format Level related to materials read.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

Other Information: (ex., Clarify how the point value of the task was determined.)

Reading Can Be Fun

Number of choices provided for leisure time activity: _____

Non-Book Options:

1) _____ 2) _____

3) _____ 4) _____

Independent Leisure Time Form

Date	Activity Selected (Circle one)	If "Other" circled, list activity	If "Reading" circled, list Title and circle Format Level
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4

Reading was chosen as a leisure time activity _____%* of the time.

*This percentage will be used to determine "Level of Accuracy" at the Content Standard Level. Unlike other Indicators, A1 measures the % of choices among the number of opportunities for choice, rather than the number of specific answers that are correct. In the context of this Indicator, the choice to read or look at books can be translated as the "correct answer" for Performance Levels 3 and 4.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	<u>ELA</u>	Mathematics	Science & Technology
Content Standard:	<u>A</u>	Performance Indicator: <u>4</u>	Rubric Level: <u>2</u> Rubric Page# <u>ELA 2</u>
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:			
Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Performance Based <input type="checkbox"/>			
Source of Task: <u>PAAP Task Bank</u>		Points for Task: <u>6</u>	
Task Title: <u>Reading Can Be Fun</u>		<div>Media</div>	

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **fourth task** in this Entry required the student to choose a leisure time activity, from among three to five options, on each of six additional days when leisure time was available. Except for reading, the options differed from those offered in the first task. Options other than reading were:

- 1) _____ 2) _____
3) _____ 4) _____

The student was instructed to record his/her choice each day on a template that was provided. All reading materials were written at the Format Level 2 or above (see "Developmental Characteristics of Reading" in the PAAP ELA Rubrics).

Prior Knowledge and Skills Required:

The student needed to know how to record data on the template, what leisure time choices were available, and which written materials were appropriate for his/her use.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided the template for recording of data, instruction on how to use it, information on options available, information on the appropriate reading materials for use when reading was the student's choice, monitored to make sure choices were accurately recorded, and recorded the Format Level related to materials read.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

Other Information: (ex., Clarify how the point value of the task was determined.)

Reading Can Be Fun

Number of choices provided for leisure time activity: _____

Non-Book Options:

1) _____ 2) _____

3) _____ 4) _____

Independent Leisure Time Form

Date	Activity Selected (Circle one)	If "Other" circled, list activity	If "Reading" circled, list Title and circle Format Level
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4
	Reading		
	Other		Format Level: 2 3 4

Reading was chosen as a leisure time activity _____%* of the time.

*This percentage will be used to determine "Level of Accuracy" at the Content Standard Level. Unlike other Indicators, A1 measures the % of choices among the number of opportunities for choice, rather than the number of specific answers that are correct. In the context of this Indicator, the choice to read or look at books can be translated as the "correct answer" for Performance Levels 3 and 4.